

### **ABSTRAK**

**Peran Kompetensi Sosial Emosional Kepala Sekolah dalam Meningkatkan Kinerja Guru (Studi Kasus pada SDN Ancol Kecamatan Cineam Kabupaten Tasikmalaya)**

**Nama Heni Hendrayani, NIM. 2125250067.** Penelitian ini dilatarbelakangi oleh pentingnya kompetensi sosial emosional kepala sekolah dalam meningkatkan kinerja guru dan mewujudkan kepemimpinan pendidikan yang efektif. Kepala sekolah tidak hanya dituntut memiliki kemampuan manajerial, tetapi juga kemampuan sosial emosional dalam membangun komunikasi, hubungan interpersonal, dan motivasi kerja guru. Penelitian ini bertujuan untuk mengetahui (1) peran kompetensi sosial emosional kepala sekolah, (2) dinamika interaksi kepala sekolah dan guru, serta (3) faktor pendukung penerapannya dalam meningkatkan kinerja guru di SDN Ancol Kecamatan Cineam Kabupaten Tasikmalaya. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi dengan subjek penelitian kepala sekolah dan guru, ditambah pengawas sekolah sebagai triangulasi sumber. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa (1) peran kompetensi sosial emosional kepala sekolah sangat penting dalam meningkatkan kinerja guru melalui kemampuan mengelola emosi, membangun komunikasi efektif, memberikan motivasi, melakukan supervisi akademik, serta menciptakan hubungan kerja yang harmonis dan kolaboratif. (2) Dinamika interaksi antara kepala sekolah dan guru berlangsung secara terbuka, partisipatif, dan empatik sehingga menciptakan lingkungan kerja yang kondusif. (3) Faktor pendukung meliputi kemampuan pengendalian diri, empati, dan motivasi kepala sekolah, serta budaya kerja positif, komunikasi terbuka, dukungan sarana prasarana, dan partisipasi aktif guru. Disimpulkan bahwa kompetensi sosial emosional kepala sekolah memberikan kontribusi besar dalam meningkatkan kinerja guru dan menciptakan budaya sekolah yang positif serta produktif.

**Kata kunci:** kompetensi sosial emosional, kepala sekolah, kinerja guru, kepemimpinan pendidikan.

## ABSTRACT

### **Peran Kompetensi Sosial Emosional Kepala Sekolah dalam Meningkatkan Kinerja Guru (Studi Kasus pada SDN Ancol Kecamatan Cineam Kabupaten Tasikmalaya)**

(Study at SDN Ancol, Cineam District, Tasikmalaya Regency), Nama Heni Hendrayani, NIM. 2125250067.

This study was motivated by the importance of the principal's social-emotional competence in improving teacher performance and fostering effective educational leadership. Principals are expected not only to possess managerial competence but also to demonstrate social-emotional competence in building effective communication, fostering interpersonal relationships, and enhancing teachers' work motivation. This study aims to examine (1) the role of the principal's social-emotional competence, (2) the dynamics of interaction between the principal and teachers, and (3) the supporting factors for the implementation of social-emotional competence in improving teacher performance at SDN Ancol, Cineam District, Tasikmalaya Regency.

This study employed a qualitative approach using a descriptive method. Data were collected through interviews, observations, and documentation involving the principal and teachers as the main participants, with the school supervisor serving as a source for triangulation. Data were analyzed through data reduction, data display, and conclusion drawing, while data validity was ensured through source and technique triangulation.

The findings indicate that (1) the principal's social-emotional competence plays a significant role in improving teacher performance through the ability to manage emotions, establish effective communication, provide motivation, conduct academic supervision, and create harmonious and collaborative working relationships; (2) the interactions between the principal and teachers are characterized by openness, participation, and empathy, thereby creating a conducive working environment; and (3) the supporting factors include the principal's self-control, empathy, and motivation, as well as a positive work culture, open communication, adequate facilities and infrastructure, and active teacher participation.

It can be concluded that the principal's social-emotional competence makes a substantial contribution to improving teacher performance and fostering a positive and productive school culture.

**Keywords:** social-emotional competence, principal, teacher performance, educational leadership.